DOCUMENT RESUME

ED 085 343 SP 007 510

TITLE	Inservice Institute in Human Relations.
INSTITUTION	Indiana State Univ., Evansville.
PUB DATE	Nov 72
NOTE	24p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Administrative Personnel; *Administrator Education; *Counseling; *Counseling Programs; *Cultural Awareness; Personnel
IDENTIFIERS	Distinguished Achievement Awards Entry

ABSTRACT

This program consists of two components: a 6-week summer institute and 10 follow-up workshops. Both components are designed to train teachers, counselors, and administrators in the personal and technical skills needed to deal effectively with students from culturally different backgrounds. By using sociometric studies and Flanders' Interaction Analysis, services are provided to assist personnel in understanding the nature of interrelationships within the classroom building environs. The participants implement programs and workshops for colleageus in their individual buildings, thereby transmitting their knowledge, understanding, and appreciation of a multi-ethnic society. (JB/Author)

FILMED FROM BEST AVAILABLE COPY

ED 085343

INSERVICE INSTITUTE

IN

HUMAN RELATIONS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Indiana State University Evansville
8600 University Boulevard
Evansville, Indiana 47712

SP 007 510

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

(Please note: This information will be the basis for the description of your institution's DAA entry in the official DAA booklet given at the Annual Meeting and subsequently distributed widely.)

Please Type or Print:

Name of Program Submitted: Inservice Institute in Human Relations

Institution (complete name): Indiana State University Evansville, Evansville, Indiana

President: Dr. David L. Rice

Campus Public Information Officer: Ms. Kathy Will

Faculty Member Responsible for Program: Dr. Glenn L. Kinzie

Title of the Faculty Member: Professor of Education

Signature: Ted. DeVries

Title: Chairman, Division of Education Date: ~~November 20,~~ 1973

Please describe in 150-200 words the program which you have entered in the 1974 AACTE Distinguished Achievement Awards. A sample is included below to give a general idea of the kinds of information we need. Your abstract will be the basis for reporting your entry in Excellence in Teacher Education. Please continue on back if extra space is needed.

In conjunction with the Evansville-Vanderburgh School Corporation, the Division of Education, Indiana State University-Evansville, received a grant under Title IV, Civil Rights Act of 1964, to conduct a training institute for personnel of the Vanderburgh School System during the 1973-74 school year. The program consisted of two components: a six-week summer institute, and ten follow-up workshops. Both components were designed to train teachers, counselors, and administrators in the personal and technical skills needed to deal effectively with students from culturally different backgrounds. By using sociometric studies and Flander's Interaction Analysis, services were provided to assist personnel in understanding the nature of interrelationships within the classroom/building environs. The participants, as a core group, implemented programs and workshops for colleagues in their individual buildings, thereby transmitting their knowledge, understanding and appreciation for a multi-ethnic society. The success evidenced by this program prompted other metropolitan school systems of Indiana to request similar services from Indiana State University-Evansville. A related proposal for 1974-75 will include 15 other systems that have indicated a need in the area of human relations and minority understanding.

PROJECT STATEMENT

PROJECT STATEMENT

The Human Relations Institute was conducted for eighty personnel of the Evansville-Vanderburgh School Corporation, Evansville, Indiana. This program, funded under the Title IV, Civil Rights Act of 1964, contained two components -- a six-week Summer institute and ten Saturday workshops during the academic year. The program was supportive of and in cooperation with the desegregation plan implemented in the Evansville-Vanderburgh School System in 1972.

The Summer institute was designed to equip personnel with the necessary tools to identify minority needs and problems. Participants were instructed in courses dealing with minority history and the production of classroom material designed specifically for working with culturally different youth. These courses concentrated on sensitizing, developing empathy, and developing an understanding appreciation for a multi-ethnic society.

Ten follow-up workshops reinforced the intent and goals of the Summer institute and expanded the subject matter of the Summer program. Consultants were selected on the basis of their expertise in fields relevant to desegregation.

The success of the program can be evidenced by the openness and sincerity of the participants in their communication with one another. These participants, now in their own school environs, have, in many cases, aroused interest in the area of human relations and have developed their own faculty training programs in conjunction with their building principals. Many tangible techniques of evaluating the program have been implemented, i.e., pre and post testing; participant evaluations; socio-metric studies; and the Flanders' Interaction Analysis.

The success of the Institute has motivated other metropolitan school corporations in the State of Indiana to request similar institutes in cooperation with Indiana State University Evansville.

"CASE STUDY"

1. Program Development
2. Program Objectives
3. Program Evaluation
4. Contributions of the Program to the Improvement of Teacher Education
5. Supporting Materials

PROGRAM DEVELOPMENT

Arising from the Federal Court Order rendered by Judge Dillon on August 11, 1972, the Evansville-Vanderburgh School Corporation implemented a school reorganization and desegregation plan that began in September, 1972. The plan involved the transfer of black children into formerly all white schools and white children into schools that were formerly all black.

The plan also involved racially balancing teaching staffs. Therefore, there were white teachers teaching black students for the first time, as well as black teachers teaching white students for the first time.

Most of the teachers of this system found it difficult to accept the newly integrated minority with their myriad of needs not common to the traditional culture found in the school. Thus, because of such persisting attitudes on the part of teachers, curricular innovation, changes in instructional methodology, and a general "tuning in" to the needs of minorities have been priority items.

From the data collected in 1972 from standardized reading tests, minority achievement was lower than non-minority achievement. Numerous factors seemed to contribute to the lower level of success minority groups experienced in the Evansville-Vanderburgh School Corporation, i.e., inadequate diagnosis of individual student needs; insufficient or inefficient remedial programs; low teacher expectations; culturally-biased instruction; insensitivity of teachers to minority problems; and lack of ethnic and racial minorities in instructional positions.

One major problem that occurred through the creation of a racial balance was the loss of reading and other specialized services that were provided to students in target schools under provisions of the Evansville Title I Program. Many minority group students, sans specialized services, were placed in learning environments where the achievement of other students was considerably higher.

This problem was rectified by funds granted to the Evansville-Vanderburgh School Corporation under Title VII, ESAA of 1972 to establish such services and programs suspended from the school system under Title I.

The Evansville-Vanderburgh Schools also experienced a series of racial tensions and incidents as reported in the Evansville press during this period of time. Therefore, the Evansville-Vanderburgh School Corporation, although well aware of the impending Federal Court Order, was not totally prepared psychologically or structurally for such an undertaking and problems ensued.

After careful analysis by school officials, the major problem in the Evansville-Vanderburgh School Corporation seemed to be the lack of the requisite skills, on the part of teachers, to implement the program of integration in more than a token fashion. Also, at the same time, minority students found hostility, often defiant schools, and a classroom climate unsuitable for bringing about true learning.

Therefore, there was an immediate need to sensitize, to develop empathy and establish rapport among staff and students, and to develop an understanding and appreciation for a multi-ethnic society. The Evansville-Vanderburgh School Superintendent recommended that these needs could best be accomplished at the college level, utilizing University staff and consultants.

Dr. Glenn L. Kinzie, Professor of Education at Indiana State University Evansville, submitted a proposal under Title IV, Civil Right Act of 1964, for an institute designed to train and sensitize teachers, counselors, and administrators in the area of human relations. The program was funded for $115,760.00 and notice given to Dr. Glenn Kinzie to begin implementation.

PROGRAM OBJECTIVES

An Inservice Training Program in Human Relations was developed cooperatively by Indiana State University Evansville and the Evansville-Vanderburgh School Corporation. The overall objective of the program was to train teachers, counselors, and administrators in the area of human relations. The specific objective was to promote improved quality education and better racial relations in the entire school system by stimulating program participants to expand their expertise throughout their individual schools.

Consultants were recruited to conduct inservice programs which provided guidance and expertise for special projects and improved racial relations within the schools. These persons assisted in curricular modifications and program and material development, as well as serving as resource centers for improving human relations. Generally, these consultants were persons with experience relative to the problems of urban education, race relations, and school desegregation.

Throughout the year, an open forum was provided for interested, concerned groups and/or citizens representing both community organizations and the various ethnic minorities. This forum permitted each group to freely exchange ideas with school personnel and school administrators and provided the teachers with an opportunity to hear the particular needs of the community and to convert such needs into viable school programs.

As a result of the program components, the participants provided a core group within each school and developed human relations programs

and projects. These steps alleviated many of the racial tensions which have characterized Evansville schools for several years. This core group of Evansville personnel has been responsible for a "multiplier" effect evidenced by administrators in the system.

PROGRAM EVALUATION

At this time there are several tools which have been implemented to evaluate the program. First, pre and post tests were administered to each participant during the six-week Summer institute. Test results seemed to indicate a definite increase in knowledge, understanding, and appreciation of minority groups. In addition, the participants evaluated the specific program elements; first, on the basis of personal value; second, on the significance of the materials gained for their own classroom situations.

Two other forms of evaluation are on-going and will not be completed until June, 1974. The first is a socio-metric study conducted by fifteen elementary participants. Each teacher administers four questions: 1) Who is your best friend in this class? 2) Who do you want to sit next to in this class? 3) Who do you want to work with on a project in this class? 4) Who do you want to play with during recess from this class? These questions were administered after the first three weeks of school and will be administered again in December, March, and May. The teacher asking the questions assures the students that the information will be kept confidential. The data is then transferred to the Institute Office for compilation. When the sociogram is completed and isolates and stars recognized, the office staff develops a suggested seating chart. After the above steps, the Institute staff has a private conference with each teacher to review the results and discuss the seating chart, as well as other means to integrate the classroom and decrease the number of isolates. Thus far, data has shown that where there are only two minority students in the classroom, they tend to be isolates. This is particularly true when there is only one minority of each sex. On the

other hand, where there are more than two minorities in a classroom or two or more of the same sex, the tendency is that these minorities are chosen by others in the class and not necessarily by other minorities. Other information is also compiled such as those students of low-socio-economic status and repeaters, but this information is, as yet, not completed. Although this study has only begun and covers a small geographic area, its implications may further aid in Court Orders and provide valuable information for school systems where desegregation is forth-coming.

Whether this element occurs or not, those participating in the sociograms have stated their appreciation and consider this aspect of the program extremely beneficial to their understanding of the interrelationships within their classrooms. All of the fifteen participants are enthusiastic and have followed through with techniques to integrate the isolates.

The fourth tool is the Flander's Interaction Analysis used to study teachers' verbal behavior. This technique was presented to the participants on September 29, 1973, and those that were willing to devote time to such a program were asked to volunteer. Fifteen teachers volunteered and another fifteen teachers were recruited as a control group. Each teacher is visited at least four times by a trained observer. The observer spends approximately thirty minutes categorizing the verbal behavior. Categorizing occurs at three second intervals and, to aid the observer, the observer uses a tape recorder. The data is then placed on the matrix, and a private conference is held with the teacher and the matrix is explained. Teachers make their <u>own</u> value judgements and have a set of ten questions to ask themselves regarding their own verbal behavior. Results are incomplete, but preliminary evidence indicates vastly improved communications between faculty and previously isolated minority group students.

CONTRIBUTIONS OF THE PROGRAM TO THE IMPROVEMENT OF TEACHER EDUCATION

The Evansville-Vanderburgh School System student was the ultimate benefactor from this program. Improved educational opportunities for all students result when teachers come to grips with their fears concerning members of minority groups.

How did the Human Relations Institute improve the quality of the school program in Evansville?

First of all, the program gave teachers the opportunity to voice their feelings and attitudes openly. Such "openness" provided each person an opportunity to express his/her feelings and vent arguments and defenses according to his/her frame of reference. Participants were forced by one another to react, sense, and communicate displeasure, insight, and hostility. The premise behind this activity was that one must first know himself before teaching others.

While this interchange was occurring daily within the classroom, knowledge was also being imparted in a multitude of related areas. The class on minority history was a daily occurrence for the entire six-weeks. Lectures concerned all aspects of the minority contribution to American culture, with lengthy discussions concerning myths and superstitions associated with minority groups. This new knowledge was a second positive contribution to increased competence. Both black and white teachers left the institute with a vastly changed attitude toward the minority experience in America.

Thirdly, teachers were given instruction in and assistance with the development of many new teaching methods and materials. This instruction was not only concerned with teaching methods, but also dealt with development of materials in all aspects of the school curriculum.

During the Institute many excellent units and teaching methods were developed. These materials are presently being shared with all teachers in the Evansville-Vanderburgh School Corporation.

Similarly, a counselor in a local high school developed and published a handbook on careers and career guidance. This unique book is presently used in all Evansville High Schools for minority group students.

Some teachers developed slide presentations of black and minority art, while other Institute participants developed guides to black literature, theatre and culture. All of these are available to all of the fifteen hundred faculty members in the Evansville-Vanderburgh School Corporation.

Fourthly, many of the participants are now acting as aids to their principals in devising faculty programs relative to human relations. These persons have become a core group of action within their schools and within the community. No fewer than twenty human relation workshops have been held by Institute participants in their respective schools.

Finally, for the first time in its history, the Evansville Teachers Association has formed a Human Relations Committee. This Committee's activities are sponsored and paid for by the Evansville Teachers Association. The Committee is a direct outgrowth of the Institute.

Many results of the Institute in Human Relations cannot be quantified. However, there is a general awareness of decreased tension throughout the School Corporation. In one newly integrated school, corporal punishment of blacks has decreased ninety per cent from last year. Similarly, there has been no serious racial incident in any of the thirty-five schools in the district.

Obviously, these latter developments cannot be traced directly to the Human Relations Institute. It can only be hoped that the Institute did, indeed, contribute to this positive change.

In terms of specific benefits to Teacher Education, the results of the Human Relations Institute seem to indicate that work in human relations should be required for all prospective teachers. This consideration is currently under study by the Indiana State Department of Public Instruction. Also, Teacher Education officials at Indiana State University Evansville intend to incorporate certain components of the Institute into all teacher education programs.

ISUE Receives Grant For Training Program

The Division of Education at Indiana State University Evansville has been awarded a Health, Education, Welfare funded grant of $115,776 for in-service training in human relations. The grant will allow for a workshop to acquaint local school personnel with necessary tools to identify minority needs and problems in the classroom.

The grant was announced by Roger Zion, Indiana Congressman from the 8th district on July 2, 1973. Congressman Zion, in announcing the Title IV funding, commented on the significant progress of the ISUE Division of Education who in competition with schools throughout the state of Indiana, received the grant. The Division of Education, one of five academic areas at ISUE, began in 1969. It has been headed by Ted D. DeVries since that time.

There exists a need in Evansville to sensitize, develop empathy and establish rapport among staff and student and to develop an understanding and appreciation for our multi-ethnic society. The Evansville-Vanderburgh School Corporation implemented a school reorganization and desegregation plan in September, 1972. The plan involved the transfer of black children into formerly white schools and white children into a school that was formerly all black. The plan also involved racially balancing the teaching staff. Therefore, there are white teachers teaching black students for the first time as well as black teachers teaching white students for the first time.

The in-service training program, which hopes to meet the above need, will offer a six week summer workshop to equip teachers and counselors with necessary tools to identify minority needs, problems, and areas which need increased attention as the schools continue to integration process. The workshop will begin at ISUE on July 16. It will be open to counselors, teachers and administrators in the local school system. The workshop will concentrate on intensive training in Negro History and Literature, Methods and Materials for Culturally Different Youth, and training in human relations, conflict prevention, conflict management and problem solving techniques. Ten workshops will be held during the 1973-74 school year to further the work of the summer institute.

The goal of the program is to allow a greater participation in both curricular and extra-curricular activities and to increase communication from faculty to student and student to student.

Albert A. Woll, former Evansville-Vanderburgh School Board president, explained that setting up boundaries for desegregation is easy. "It is easy to juggle students from one school to another in trying to integrate, but how do we make teachers aware of the problems inherent in such a step? This in-service training will be a fine step forward."

Glenn Kinzie, Professor of Education at ISUE, is the Program Director.

. Dr. Kinzie earned his Ed.D. at the University of Nebraska in 1965. He has been on the faculty of Indiana State University Evansville since 1970. Prior to his appointment at ISUE, Dr. Kinzie was Associate Professor of Education at Wisconsin State University. At Wisconsin, Dr. Kinzie coordinated and taught a television course "Education and Minority Groups" and developed integrated social science semester under U.S. Office of Education grant to train elementary school teachers for inner city schools and educationally disadvantaged.

Congressman Roger Zion (second from left)) announced a grant of $11[illegible],776 that was awarded to the ISUE Division of Education. Others at the news conference include (from left) David L. Rice, ISUE President; Glenn Kinzie, Program Director, Ira Neal, Integration Advisory Specialist; Albert A. Woll, Former School Board President; Wilmer Bugher, Vanderburgh School Corporation Superintendent; and Ted DeVries, Chairman of Education division.

School integration seminar planned

A seminar focusing upon school integration-related problems and Negro history and culture will be offered to teachers, counselors and administrators of the local public schools as a result of a federal grant announced Monday.

The $115,776 grant was awarded to the Indiana State University-Evansville's Division of Education by the U.S. Office of Education to finance the six-week seminar and provide stipends for those attending. Congressman Roger Zion announced the grant at a press conference Monday morning.

The seminar will begin July 16, with 80 persons participating. Experts from across the country will help conduct the seminars for the local school personnel, according to the announcement.

The program's director, Glenn L. Kinzie, said the seminar will attempt to "develop our understanding and appreciation for our multi-ethnic society."

Former School Board president Albert Woll said the seminar is needed "to make teachers aware of the problems inherent in such a step (integration)."

Courses to be offered in the seminar are "Intensive training in Negro History and Literature," "Methods and Materials for Culturally Different Youths," "Training in Human Relations," "Conflict Prevention," "Conflict Management," and "Problem Solving Techniques."

ISUE gets grant to help schools with integration

Indiana State University Evansville's division of education has been awarded a $115,776 grant from the U.S. Office of Education to conduct a training program for teachers, administrators and counselors of the Evansville-Vanderburgh public schools to help carry out the schools' integration program.

The high schools here were integrated in 1970 and elementary school integration began last September under the jurisdiction of the federal district court and will be expanded, according to the court order, next September.

Rep. Roger Zion, R-Evansville, who helped push for the grant for Evansville, said today he planned to be in Evansville July 2 to make an official announcement and explain details of the program at that time.

The local school corporation has been seeking money for in-service training for school personnel for the past two years.

Glenn L. Kinzie, associate professor of education at ISUE, will direct the project.

The program will provide for at least 80 persons to receive the training, according to the plan. There are to be persons from outside Evansville who have expertise and experience in other systems to conduct seminars for the local school personnel.

Persons from each school are to be involved and will receive instruction on how to handle conflicts, counsel in the area of human relations and how to handle materials that will deal with a multi-racial society. The whole program is meant to bring about better understanding among students and to improve theaching standards.

Workshop grant given to ISUE

A $115,776 Office of Education grant has been awarded the Education Divison of Indiana State University-Evansville, the university announced Tuesday. The grant provides for a workshop to acquaint persons in education with necessary tools to identify minority needs and problems in the classroom.

The grant was obtained through the support of U.S. Rep. Roger Zion and the Evansville-Vanderburgh School Corp., ISUE added. The program will be funded by the U.S. Department of Health, Education and Welfare.

Large Number Enrolled In Program Made Possible Through HEW

Wednesday July 25, 1973

Seventy-five persons are enrolled in the ISUE Division of Education sponsored in-service training in human relations made possible by a Health, Education and Welfare funded grant recently awarded Indiana State University Evansville. The $115,776 grant allowed for a six-week summer workshop and ten one-day workshops throughout the year. The summer workshop began on July 16 at ISUE.

Participants in the workshop are teachers, counselors and administrators in the Evansville-Vanderburgh School Corporation. Each elementary and secondary school will have representatives attending the workshop.

Those participating are Alberta Anderson, 2160 E. Columbia; Mary J. Andis, 119 N. Ruston; Phillip F. Aramowicz, 6414 Plainview Drive; Gretchen R. Ashton, RR 1, Box 369, Elberfield; Eugene Bain, 6812 Cliftwood Drive; Catherine R. Barnes, 2227 S.E. Browning; Anthony Brooks, 1209 E. Park Drive; Margaret J. Carr, 513 Coffee Tree Lane; Elfieda Churchill, 741 Bayard Park Drive; Edward Claybourne, 856 S. Weinbach; Stephen M. Collins, 915-A Lincoln; Jeanette Covington, 1223 Akin Drive; Eris Culver, 2500 E. Walnut; Barbara Darling, 1107 S.E. Riverside; Herschel Dassel, 1310 N. Boeke Road; Adam DiDomizio, 3012 W. Columbia; Richard Dimmett, 521 Sheridan Road; Fred Duncan, 759 S. Kentucky; Charles Eakins, 3600 Debbie Lane; Mary Edward, 917 S. Villa Drive; Rose George, R.F.D. 1, Box 158, Henderson, Kentucky; Harold Gourley, 8700 Old State Road; David Griggs, 1325 Genesata Drive; Sally Hamilton, RR 4, Bo x 298½; Mabel Hamman, 1405 S. Roosevelt; Randall Harris, 3524 N. Red Bank; Robert Hauselmire, 1036 Stat e Street, Newburgh; Jim Herran, 212 Polster Drive; Mary Hilakos, 5920 Hague; Bernard Hogans, Jr., 1500 A Taylor; Don Hunter, 1100 Erie Apt. No. 109; Delores Jackson, 7226 E. Chandler; Wilford Jarboe, 6125 Kratzville Road; Vicki Jaquess, 2213 Pollack Avenue:

Rosalee Kelley, 3008 E. Cherry; Nancy Kifer, 1733 Bayard Park Drive; Jim Kimsey, 906 Cullen; Warren Kohlmeyer, RR 8, Box 124-A; Dorothy Lawrence, 1029 E. Chandler; Donald Layden, RR 4; Marquerite Long, 1100 S. Welworth; Chester McGill, 612 S. Willow; Mary F. McGill, 612 S. Willow; Arlin McRae, RR 4, Box 537, Newburgh; Amaryllis Martin, RR 4, Box 249-B; Sharron Mattingly, 6601 E. Cherry Street; Mattie Miller, 517 S. Boeke Road; William Miller, 517 S. Boeke Road; Robert Mills, 2213 E. Tennessee; Shelby Musgrave, 4304 Pennington; Charles Newton, 1412 Brookside; George Nicoson, 1020 S. Burkhardt Road; Shirley Payne, 3401 Kensington; Clifton Polley, 2215 Pollack; Sandra Redden, 1129 MacArthur Circle; William Rice, 3011 Jefferson; Alma Rickard, 1819 McConnell; William Seibert, 2815 Sandee Acre Court; Charles Sieksy, 2109 Bellemeade; Harold Smith, 1112 Bryan Road; Mary Spooner, 1100 Harre Hon Court; Lennice Steele, 5701 Twickingham Drive; Scott St. Clair, RR 4, Box 325; Myra Taylor, 629 Bayard Park Drive; Mariette Thomas, 3410 Lake Drive; Thomas Turney, 1110 Western Hills; Carl Wade, 907 Albert Street; Erma Webb, 1335 Savannah Drive; Daryl Wepfer, 1205 Tree Top Lane; Mildred White, 922 Lincoln; Eula Williams, 868 E. Mulberry; Robert Williams, RR 3, Box 211-A; Mary Wingert, 10 Meadow Lane, Newburgh; Ruth Wood, 127 Locust; Margaret Van Hoy, 6209 Twickingham Drive.

The workshop will concentrate on intensive training in Black History and Literature, Methods and Materials for Culturally Different Youth, and training in human relations, conflict prevention, conflict management and problem solving techniques.

Specialists coming for ISUE course on human relations in schools

Three specialists from Madison, Wis., and one from Pittsburgh, Pa., will be at Indiana State University Evansville next week for the human relations training of 80 persons from the public school system.

The special summer institute, being financed by a federal grant, is to help make school personnel aware of the needs of students in a racially integrated school system.

H. Michael Hortoonian, presently the social studies specialist in the Wisconsin Department of Public Instruction in Madison will be here July 26 through 31. He is the editor of "A Human Relations Guide for Teachers" published by the Wisconsin Department of Public Instruction and other instructional guides for social studies teachers. He also has served as consultant and lecturer at a number of universities.

Barry K. Beyer, director of the graduate studies department of history at Carnegie-Mellon University in Pittsburgh, has directed a number of institutes on the history of Africa and is the author and co-author of articles, books and films on African history and on selecting materials for teaching in American schools.

Beyer will be here on July 26 and 27 along with Alan L. Lockwood and Gary Wehlage, both professors in the department of curriculum and instruction at the University of Wisconsin. Lockwood's field is integration, moral reasoning, values and behavior, and Wehlage's is implications in history and the social relevance of history in today's society.

Kinzie Named Director

Glenn Kinzie, Professor of Education at ISUE, is the Program Director. Dr. Kinzie earned his Ed.D. at the University of Nebraska in 1065. He has been on the faculty of Indiana State University Evansville since 1970. Prior to his appointment at ISUE, Dr. Kinzie was Associate Professor of Education at Wisconsin State University. At Wisconsin, Dr. Kinzie coordinated and taught a television course "Education and Minority Groups" and developed integrated social science ssemester under U.S. Office of Education grant to train elementary school teachers for inner city schools and educationally disadvantaged.

Judy Hummel, 1577 Savannah, is Project Coordinator for the summer workshop. Mrs. Hummel earned a masters degree from Akron University in Akron, Ohio. She has had extensive experience in teaching as well as working in similar Government funded projects as the ISUE summe. Institute.

80 to attend integration institute

Eighty persons from the Evansville-Vanderburgh School Corporation will begin a six-week summer institute Monday at Indiana State University Evansville in human relations and how to work in racially integrated schools.

The public school personnel selected will receive $75 per week plus seven semester hours of college credit for the institute, plus $3 an hour for workshop sessions during the 1973-74 school year.

There were 133 applicants for the institute.

Each elementary and high school will be represented in the institute. Besides teachers, there are four principals, counselors, a speech therapist and three persons from the central school system's office staff.

The university received a $115,776 federal grant through the U.S. Office of Education to help implement integration of the schools. The public elementary schools were desegregated last fall under federal court order, and further desegregation will take place this fall. The high schools were desegregated in the fall of 1970.

Since the desegregation plan began the school system has sought funds to prepare teachers and other staff members for dealing with problems that may result from moving pupils and teachers into different schools.

The ISUE program is headed by Glenn L. Kinzie, of the ISUE education department.

Seminar seeks better integration

By Bruce Newman
Press Staff Reporter

For the last two years Wilmer Bugher, Superintendent of the Evansville-Vanderburgh School Corporation, has been the man with the often unenviable task of implementing a court-mandated school desegregation plan. The program has not been a wholly popular one.

"There's a big difference," said Bugher today, "between court-ordered desegregation and real integration."

In what school officials hope will be a move in the direction of "real integration," plans were unveiled today at Indiana State University Evansville for a six-week seminar, to be held at ISUE July 16 through Aug. 24.

The seminar, funded by a federal grant of $115,776, is designed to give teachers in the local school system a better background in the black culture and a new perspective of the problems of adjustment faced by a student who is transferred from a predominantly black or predominantly white school to one that meets desegregation guidelines.

Glen Kinzie, of the ISUE education department, was primarily responsible for obtaining the grant, and he sees the summer institute as a first step in the direction of better understandings between the races.

"It's largely a white curriculum that is used in the local schools," said Kinzie. "The textbooks in the classroom don't reflect the black culture, so for many black students American history is like studying a foreign country. We just excluded them from our history books."

Kinzie envisions the incorporation of black history and literature into the regular curriculum rather than separate classes for black curricula.

"I'm not much for separatism," he said. "The whole idea is to learn to do things together."

Ira Neal, integration adviser for the school corporation said he would be happy with the program if all it did was equip teachers to handle what he called "disadvantaged" students.

"A youngster can be disadvantaged," said Neal, "simply because he moves from one school to another where the economic and academic level is different from the one he came from. This would apply primarily to black kids who are in a minority situation for the first time. It's a matter of adjustment."

Teachers, counsellors and administrators from local primary and secondary schools who participate will receive seven hours of college credit and $75 per week.

ISUE Conducts Summer Workshop

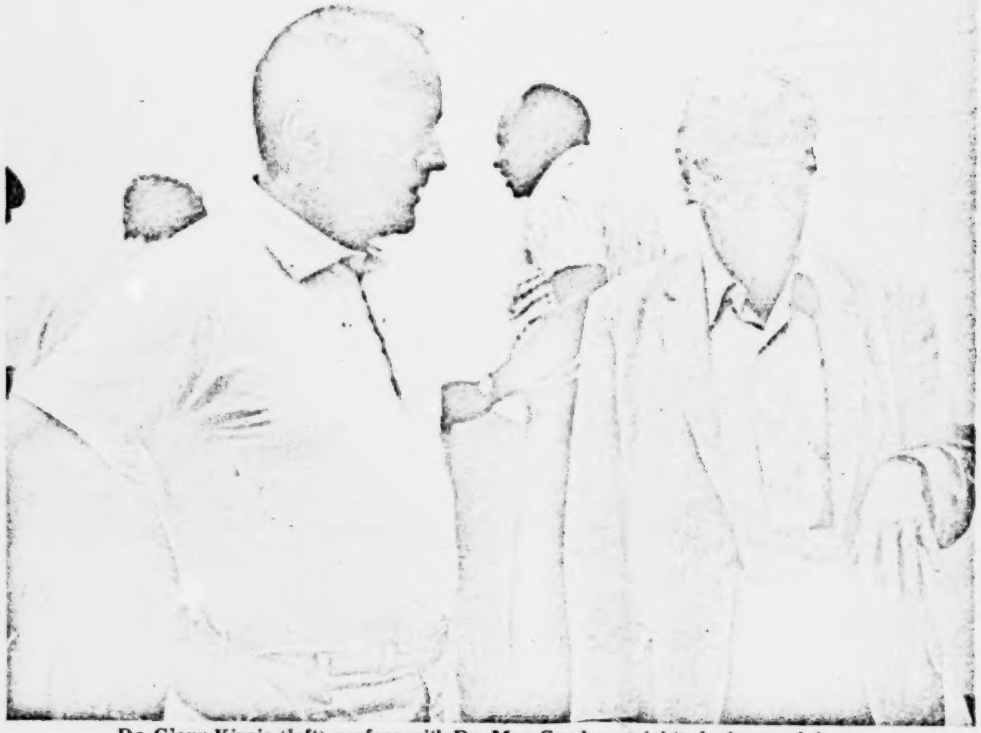
For the past six weeks, the ISUE Division of Education has been conduction an in-service workshop in human relations for teachers and counselors from the Evansville-Vanderburgh School Corporation. The workshop is being financed by a grant of $115,776., awarded ISUE by the Dept of Health, Education, and Welfare.

Roger Zion, Congressman from Indianas Eighth District, announced the grant at a press conference on July 2, 1973. In making the announcement, Rep. Zion stressed the significant achievement the Division of Education made in securing the grant in competition with other universities throughout the state. The grant, funded under title four of the 1964 Civil Rights Act, is one of 18 such grants awarded to the multi-state area disignated Region four. The grant request was written by Dr. Glenn L. Kinzie, Professor of Education at ISUE, and obtained through the support of Rep. Zion and the Evansville-Vanderburgh School Corporation.

The workshop is designed to equip teachers and counselors with the necessary tools to identify problems encountered by minority groups during the continuing integration process within the local school system. In Sept.1972, the local school system implemented a school reorganization and desegration plan involving the transfer of black children into formerly white schools and white children into schools formerly all black. The plan also called for racial balance on teaching staffs. Under this plan, many white teachers are teaching black students for the first time as well as black teachers teaching white students for the first time. Human relations problems inevitably arise in such situations and the institute hopes to train at least one individual from each public school in how to deal with these special problems.

To accomplish this, approximately two teachers from each public school or a total of 81 people were enrolled for the six week summer institute which began on July 16. While attending this institute, the teachers have been paid $75 a week. The main emphasis of the institute has

Cont. On Page 4



Dr. Glenn Kinzie (left) confers with Dr. Max Goodson (right) during week-long sensitivity session held in conjunction with the summer workshop in human relations.

WORKSHOP CONT.

concentrated on intensive training in Black History and Literature, Method and Materials for Culturally different youth, and training in human relationsl conflict prevention, conflict, management and problem solving techniques. In addition to the summer workshop, ten Saturday workshops are scheduled for the 1973-74 school year to further the work of the summer institute.

Dr. Kinzie, Project Director for the institute, has brought in teams of consultants from universities around the country as well as utilizing the expertise of local educators to accomplish workshop goals. These consultants brought to local educators specialized training in fields such as Black Theatre, Black Literature, inquiry teaching, and African History. A number of local people acted as consultants for the workshop. Two consultants from ISUE were Dr. Daniel Scavone, teaching ancient slavery, and Dr. Darrel Bigham, teaching local Black History. In addition, Mr. Ira Neal Integration advisor for the local system, acted as a consultant on the special problems faced locally.

All of the teachers interviewed seemed to feel the institute was having a large measure of success in preparing them for dealing with student problems in their own schools. Mr. Fred Duncan, an administrator for the Evansville-Vanderburgh School Corporation, was very pleased with the knowledge he gathered on Black History at the institute. Mr. Duncan's confidence in the success of the institute is heartening for he is a black man. During Duncan's school years, black studies were virtually unknown and are still insufficient but an institute such as this offers some hope of rectifying the situation.

Upon completion of the six week workshop it is hoped that each participant will have developed the necessary skills to teach and communicate with the different ethnic groups in their classrooms. In addition, they will have obtained materials concerning the cultural heritage of minority groups to use as aids in the classrooms. They will also be expected to provide advise to the rest of their schools faculty and to act as "trouble shooters" in problems of human relations.

Expanded training on integration urged

By Edna Foiz
Press Staff Reporter

Out of a special human relations training session for 80 public school teachers and administrators at Indiana State University Evansville this summer may grow an even broader training program in the public schools.

The school personnel just finished a week of sensitivity sessions and yesterday agreed that others in the school system need more training for coping with the problems of a racially integrated school system. Many of the teachers urged that Evansville Teachers Association (ETA) take the lead in pushing such a program.

Randall Harris, president of the ETA and also a participant in the ISUE program, said the ETA has already set aside money in its budget for next fall to do something in human relations training. Teachers who have had the summer course at ISUE will "make a good neucleus" for starting such a program for other teachers, said Harris.

Roland L. Buchanan Jr., director of human relations for the Madison, Wis., public schools, advised the teachers to begin their program with one school. Buchanan, an instructor for the session, pointed out it is hard for 1 or 2 teachers to make a significant change in a school, but when an entire school staff goes through training the impact can be felt by the students.

This past week's sensitivity training is part of a six-week training program for the 80 teachers and administrators which is being financed by a federal grant. The training program has included experts in the field from all parts of the country. The teachers have been studying Negro history, and looking at new ways of teaching and thinking. Working in small groups the teachers have gotten down to the nitty gritty of some of their problems.

Yesterday they tried to analyze the problems now faced and what to do about them. For one group the lack of minority participation was seen as a serious problem. Bringing students, teachers, administrators and parents together to talk and plan was suggested as a way to ease the situation. Others saw a split between administrators and teachers as a problem that needs to be solved to create better human relations throughout the entire system.

'Sensitivity' for teachers held at ISUE

A team from the University of Wisconsin at Madison, is leading a week-long sensitivity training session for the 80 Evansville-Vanderburgh public school teachers in the summer course on human relations at Indiana State University Evansville.

The leader of the group is Max Reed Good [illegible] the university's school of education, who did his doctorate thesis on "A Conception of Education for Social Integration" and has served as a director for training groups in various parts of the country. He is a former dean of the school of education at Boston University.

Working with him is Roland Leon Buchanan Jr. and Karen Sue Dirlam, both human relations specialists in the Madison Public Schools and doctoral candidates at the University of Wisconsin.

The public school teachers here are taking the course under a federal grant to Indiana State University Evansville to prepare them for working in racially integrated schools. The Evansville-Vanderburgh elementary schools were desegregated last fall under federal district court order, and additional moves toward a better racial balance will be made in September. The high schools were desegretated in 1970.

Teachers discover new viewpoints for class airing on racial issues

Was Nat Turner justified in his rebellion of 1831?

That was a question some 80 Evansville-Vanderburgh school teachers and administrators wrestled with at the federally-funded summer institute at Indiana State University Evansville. It is one of many questions requiring both Negro and white teachers to think, re-think and develop new ways of looking at old issues and current ones.

So far, the course, designed to better prepare teachers and administrators for working in racially integrated schools, is getting a high grade from the teachers.

Said Mrs. Shirley Ann Payne, a teacher at Stockwell School, "I'm learning a great deal about Negro history I didn't know. It's a good workshop." Chester McGill, a teacher at Lincoln School, agreed he was learning a lot that he expects to take back to challenge his students.

The discussion centering around the Nat Turner rebellion was part of a workshop conducted by Willis D. Moreland of the Nebraska State Department of Education and was based on inquiry technique of teaching social studies developed by a team in Nebraska.

After the teachers read Nat Turner's "confessions" as reportedly written down by T. R. Gray while Turner was in prison in Southampton County, Va., their discussions covered what alternatives Turner and the other slaves had under the system of that time, what they accomplished by their rebellion and the killing of whites, and their motives. As the teachers explored the psychology and ethics of the situation, the discussion ranged to modern war activity and the Watergate affair. (Nat Turner was a slave and preacher who led one of historic slave rebellions in America).

The demonstration was one in which the teachers themselves opened up new avenues of thought, looking at situations from a different point of view and will be able to go back to their classroom and develop similar inquiries and ideas with their students, according to Moreland.

The teachers also are getting an introductory course in black history from Miss Judith Laird, an assistant professor and graduate student at the University of Kansas. This course covers African origins, slave trade and the need for history.

Each member of the institute has to complete a special project on Negro history. Miss Laird said she is "surprised at the real interest in this class." Her students, both Negro and white, are learning some new angles to history they report.

Persons who have developed programs and methods for teaching multi-racial schools are being brought in from other states to conduct the institute, and will include a sensitivity session before the six-week institute is completed.

Glenn L. Kenzie, ISUE assistant professor and director of the institute, along with other ISUE faculty are also teaching in the program.

The teacher-students are being paid $75 per week for taking the institute, and will receive 7 semester hours of credit.

Each school in the Evansville-Vanderburgh system is represented and so is the central administrative staff.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION V
300 SOUTH WACKER DRIVE
CHICAGO, ILLINOIS 60606
OFFICE OF EDUCATION
TELEPHONE AC 312-353-1747

November 13, 1973

Dr. Glenn L. Kinzie, Project Director
OEG-5-73-0072
In-Service Institute in Human Relations
Suite 43
Permanent Federal Savings Building
Evansville, Indiana 47708

Dear Glenn:

We are pleased to inform you that our findings resulting from the recent monitorization of your project indicate a very commendable degree of success. Fiscal responsibilities are being properly carried out and programmatic activities are on schedule.

Our only recommendation at this point is to continue in the same excellent manner.

Sincerely yours,

Paul Derwinski

Paul Derwinski
Program Officer